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ABSTRACT

A study examined the reasons for the relatively low level of participation in adult, community, and further education (ACFE) in Victoria, Australia. Of the 1,229 randomly selected individuals surveyed via telephone, 942 (77%) had never participated in ACFE, 184 (15%) had not participated since 1994, and only 103 (8%) were currently enrolled in an ACFE course. General adult education courses accounted for 76% of all ACFE enrollments, with community adult education book study groups and Victorian Certification of Education courses being the next most popular forms of ACFE. Current participants were most likely to be socially aware females who had a diploma/degree and worked part time. Sixty-four percent of nonparticipants were very/fairly interested in enrolling in ACFE in the future. Levels of awareness of the various ACFE programs were fairly high. The top five reasons mentioned for nonparticipation in ACFE were as follows: lack of time (71%); family commitments (48%); inability to make a regular commitment because of work (46%); lack of desire/interest/need (42%); and preference for socializing with family/friends (41%). It was estimated that making courses more affordable would increase the likelihood of nonparticipants enrolling in ACFE by 8%. (Appended are the survey questionnaire and definitions of selected terms used on it.) (MN)

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Evaluation Survey of Participants and Non Participants in Adult, Community and Further Education

June 1995

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Adult, Community and Further Education Board
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EXECUTIVE SUMMARY

A survey was conducted amongst the Victorian community to gain an understanding of the reasons why there is not a higher level of participation in adult education.

An additional objective was to identify the demographic profiles of people who were not currently participating in adult education.

The ACFE Board would then be able to develop a promotional plan and formulate a targeted promotional campaign.

The respondents to the survey were categorised into three types of participant:

- **Current participants**: which included people enrolled in adult education in 1994 and 1995.

- **Non-participants - never:** which included people who had never participated in adult education.

- **Non-participants - pre-1994:** which included those people who were not currently participating in adult education but who had at some time prior to 1994.

A total of 1,229 interviews were conducted over the telephone at the end of May 1995 using a randomly selected sample.

MAIN SURVEY FINDINGS

The remaining part of the executive summary concentrates on the main survey findings.

LEVEL OF PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION

• Level of Participation

The majority of adults (92%) were categorised as non-participants with only 8% categorised as current participants.

Participant Type	Total Population (1229) %	ACFE Population Estimates %
Total current participants 1994-1995	**8**	**10**
Non participants pre-1994	15	50
Non participants - never	77	40
Total non participants	**92**	**90**
Total	**100**	**100**

Whilst these total proportions are similar to the ACFE Board estimates for the Victorian population, the breakdown of non-participants to those who had never (77%) and those who had participated pre-1994 (15%) differed significantly.

• Type of Program Participated in

General adult education courses were the most ACFE programs. 76% of current participants and 76% of those who participated pre-1994 had enrolled in these programs. However, in terms of total population, this represented 18% of adults.

CAE book study groups and VCE as an adult were the next two most popular programs.

DEMOGRAPHIC PROFILE OF CURRENT PARTICIPANTS AND NON-PARTICIPANTS

The following table shows the differences in demographic profile of the various categories of participant. It shows the demographic characteristics which were significantly distinguishing rather than those which simply reflect the population as a whole.

Demographic	Total non-participant	Never participated	Participated pre-1994	Current participant
Gender	Male	Male	Female	Female
Education level	Diploma/degree	Diploma/degree	Diploma/degree	Diploma/degree
Employment status	Full time	Full time	Full time/ part time	Part time
Morgan Values Segments	No specific segment	No specific segments	Socially Aware	Socially Aware

COMMUNITY ATTITUDES TOWARDS PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION

• Level of Interest in Each Type of Program

A high proportion of non-participants (64%) were very or fairly interested in participating in adult education courses in future.

However, among current and pre-1994 participants these proportions were much higher (86% and 82% respectively). This indicates that those who had already participated in a adult education program are much more likely to be interested in participating in future. Whereas, those who have never participated are less likely to be interested in future.

Program	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Total very/fairly interested in (another) course	64	61	82	86
Total neither interested nor uninterested/not interested in (another) course/can't say	36	39	18	14
Total	100	100	100	100

Programs which people would be most interested in participating in were general adult education and VOC education courses, followed by access and bridging programs.

The demographic characteristics of people who were most and least interested in participating in a course varied by type of course. However, overall, older aged people, men and those who were educated to a higher level tended to be least interested whilst females, those working part time or looking for work, and younger people tended to be most interested.

The following table shows the variety of demographic characteristics by each type of course.

Demographic Characteristics of Most and Least Interested Participants

Type of Program	Most Interested	Least Interested
General adult	• "Young Optimism", "Socially Aware" • Female • 30-39 years old • Working part time • $50,000-$69,999 h/h income • Already part. in CAE books general adult, VCE, ALBE • Current and pre-1994 participant	• "Traditional Family Life", "Real Conservatism" • Male • 60 years old and over • Retired • Primary or some secondary/tech or 4th form education • Never participated
VOC	• "Look At Me" • Looking for f/t or p/t work • Current participant	• "Basic Needs", "Traditional Family Life" • 50 years old and over • Retired • Some secondary/tech education
Access and bridging	• "A Fairer Deal" • 20-39 years old • Looking for f/t or p/t work • Non-working • Current participant	• "Traditional Family Life", "Socially Aware" • 50 years old and over • Retired • Diploma/degree education • Already part. CAE book groups

cont/: **Demographic Characteristics of Most and Least Interested Participants**

Type of Program	Most Interested	Least Interested
CAE book study groups	• Female • Already part. ALBE, CAE, general adult • Current participant	• Male • 4th form education • Never participated
VCE as an adult	• "Look At Me" • 4th form education level • Current participant	• "Socially Aware" • 60 years old and over / retired • Degree/diploma education • $30,000-49,999 h/h/ income
ALBE	• "A Fairer Deal" • <$30,000 h/h income • First language non English	• "Basic Needs", "Socially Aware" • Male • 18-19 years old • Diploma/degree education • Retired • Single • $70,000 or more h/h income
ESL	• "Conventional Family Life" • First language non English • Not born in Australia • Speak English reasonably well • Already studied ESL	• "Real Conservatism", "Basic Needs", "Socially Aware" • 50-59 years old • Diploma/degree education • Work p/t or f/t • Divorced/widowed/separated • $70,000 or more h/h income • English first language • Born in Australia • Already part. VOC, Access or bridging
Other courses	• "Conventional Family Life", "Look At Me"	• "Traditional Family Life", "A Fairer Deal" • 50 years old and over/retired • Some secondary/tech education • Divorced/widowed/separated

• Likelihood of Participants in General Adult Recreation and Leisure Programs Enrolling in VOC or Access and Bridging Programs

Participating in a general adult recreational and leisure programs does not appear to have a significant influence on the motivation to participate in additional vocational courses.

35% of current participants in general recreational courses claimed to be more likely to enrol in vocational programs. However, the actual participation rate of current participants who are enrolled in vocational courses shows a much less optimistic picture. None of the people currently enrolled in general adult recreational programs are also, or have ever, enrolled in VOC or access and bridging programs. If those people who participated in general adult education courses **before** 1994 are included, only 2% have also participated in access and bridging programs and 1% in VOC education.

REASONS FOR BARRIERS TO PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION

• Awareness Levels

Awareness levels of the various programs provided by ACFE was relatively high, especially amongst those people who were current participants or who had participated pre-1994, but also amongst those people who have never participated in program.

Programs MOST aware of	Programs LEAST aware of
• ESL • VCE as an adult • General adult • VOC education • ALBE	• Access and bridging • CAE book study groups

• Reasons for Barriers to Participation in Adult Education

A variety of reasons were mentioned for not participating in adult education or wanting to in future.

The first three reasons mentioned by non-participants all related to time constraints:

- Lack of time/no spare time (71%)
- Family commitments (48%)
- Could not make regular commitment due to work (46%)

The next two most important reasons mentioned relate to a simple lack of interest:

- No desire/lack of interest/no need (42%)
- Prefer to socialise with family and friends (41%)

All of the above 5 reasons would be difficult to resolve or remove.

Other reasons which were mentioned were mentioned by fewer people although, they are issues which could be more easy to resolve:

- Inconvenient course times (26%)
- Prefer to play sport in spare time (22%)
- Too expensive/can't afford it (21%)
- Prefer to go to cinema/theatre/opera/art galleries (20%)
- Unaware of what courses are available in my area (19%)
- Lack of convenient facilities close by (15%)
- Lack of required/necessary education qualifications (14%)
- Lack of transport/difficult to get to (9%)
- Lack of child care facilities (8%)

• Effect of Removal of Barriers on Participation

If some of the specific barriers mentioned were removed, a small percentage of non-participants would be much more or somewhat more likely to participate.

The following table shows the effect of removing certain barriers and indicates the participation rates in adult education would increase if courses were more affordable, at more convenient times and more information was available.

Action Required	Non-participants much more likely to participate (1126) %	Non-participants somewhat more likely to participate (1126) %
If course was more affordable	8	8
More convenient course times	7	12
Increased course information	6	9
Available facilities close by	5	7
Available child care facilities	3	3
Improved access through access and bridging course	2	3

1. INTRODUCTION

1.1 Objectives

Roy Morgan Research was commissioned by the Adult, Community and Further Education Board (ACFE Board) to provide information which would contribute to their Communication and Promotion Strategy 1994-1995.

The main aim of the Strategy is to raise the profile of adult, community and further education, thereby increasing participation and extending support from all levels of government, industry and the general public.

The primary aim of this research was to survey non-participants in the community to gain an understanding of the reasons why there is not a higher level of participation in adult community education in Victoria. The specific research objectives were to:

- Identify the reasons why the Victorian community to do not currently participate in adult education programs.

- Identify and assess the demographic profiles of non-participants in adult education programs.

The ACFE Board would then be able to develop a promotional plan which includes communicating the benefits of adult education by reducing some of the perceived barriers or, simply raising awareness levels in the community. In addition, they would be able to identify adults who are most, and least, favourably disposed towards adult education and to formulate a targeted promotional campaign accordingly.

Although it was not a specific requirement of the brief supplied by the ACFE Board, Roy Morgan Research also recommended identifying the demographic profiles of current participants. The purpose of this was to obtain a clear understanding of their profiles so that a promotion campaign could be targeted at adults with similar profiles i.e. those who are most likely to be interested in adult education.

1.2 Methodology

The survey was conducted by telephone at the Roy Morgan Research Computer Assisted Telephone Interviewing (CATI) unit in Melbourne.

A total of 1,229 interviews were conducted from the 23rd May - 31st May 1995 using a randomly selected sample with a representative cross section of the community.

The sample was categorised into the following three types of groups:

- **Current participants:** those who were currently participating in adult and community and further education programs which included those who participated in 1994. This was estimated by the ACFE Board to be 10% of the population.

- **Non-participants - never:** those who had never participated in adult education. This was estimated to be 40% of the population.

- **Non-participants - pre 1994:** those who were not currently participating in adult education but who had done so at some time in the past prior to 1994. This was estimated to be 50% by the ACFE Board.

The number of interviews obtained in each category is shown below:

Category Type	Number of Interviews	% of Population	ACFE % Population Estimates
Current participants	103	8	10
Never participated	942	77	40
Participated Pre-1994	184	15	50
Total non-participants	**1126**	**92**	**90**
Total	**1229**	**100**	**100**

There were no participant category quotas placed on the survey. This enabled us to compare ACFE estimates with the actual participation rates revealed in the survey.

1.3 This Report

This report summarises the results of the non-participant and participant survey and looks at those results broken down by:

- Current participants.
- Total non-participants:
  - non-participants - never
  - non-participants - pre-1994.

Current participants and those who had participated pre-1994 were defined as those who had studied with the following course providers:

- Council of Adult Education (CAE).
- Community based providers (neighbourhood houses and community learning centres).
- TAFE Colleges (except for VOC programs).
- Adult Migrant Education Services (AMES).

Non ACFE course providers such as universities, workplace based providers and private commercial operations were excluded from this survey.

Anyone who had studied the following courses were included in the survey:

- Adult literacy and basic education (ALBE).
- English as second language (ESL).
- Victorian Certificate of Education as an adult (VCE).
- Vocational education (VOC) programs (except those provided by TAFE, universities or in the workplace).
- Access and bridging programs.
- General adult recreational and leisure short programs.
- CAE book study groups.

Full time education in schools, higher education in universities and any self taught education courses were excluded from the survey.

The results were also analysed by the following demographics:

- Victoria vs. Country areas.
- Gender
- Age.
- Educational background.
- Employment status.
- Marital status.
- Country of birth.
- First spoken language.
- Ability to speak English.
- Roy Morgan Values Segments[1]
- Type of course studied.

Roy Morgan Values Segments[1] describe the Australian population in terms of life priorities, approaches and attitudes. There are ten Values Segments[1] which help to understand people in terms of what **drives** their behaviour. Further information can be found in Appendix 2.

This report concentrates on the overall results of the survey but highlights any significant differences between the overall results and the demographics listed above. The detailed demographic analysis can be found in the accompanying computer tables.

Differences which are considered to be significant at the 95% confidence level are where there is a difference of opinion of generally between +/-7% and +/-11% on sample sizes of 100 but between +/-2% and +/-4% on sample sizes of 1,000 depending on the percentage of people who hold that opinion.

Where no reference is made to the demographic differences of respondents, the assumption should be that there was no significant difference in attitude between the various groups.

No comments have been made where the sample size is 10 or less.

[1] Designed in conjunction with Colin Benjamin of The Horizons Network.

The following symbols are used in the tables:

- (-) less than 0.5%
- 0% no responses
- N/A not applicable

2. LEVEL OF PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION IN THE VICTORIAN COMMUNITY

2.1 Level of Participation

The majority of adults (92%), in the Victorian community in this survey, were categorised as *non-participants* of adult, community and further education with just 8% categorised as *current participants*. These proportions are very close to the ACFE Board's estimates of 90% and 10% respectively.

Table 1: **Level of Participation in the Victorian Community**

Q1B: *"Please tell me if you have EVER or are currently participating in ANY of these types of courses AS AN ADULT?"*

Q1F1-10: *"When did you finish this course?"*

Participant Type	Total population (1229) %
Total current participants 1994-1995	**8**
Non participants - pre-1994	15
Non participants - never	77
Total non participants	**92**
Total	**100**

Of those adults categorised as *non-participants*, 77% had **never** participated in any adult, community and further education whilst 15% had participated at some time in the past, but before 1994. These proportions differ significantly from the ACFE Board's estimates of 40% (never participated) and 50% (participated at some time). This difference may be accounted for by a difference in the definition of those who have participated at some time (see section 1.3 for the definition for this survey). For example, the percentage proportions in Table 1 refer to the actual number of people participating in adult, community and further education programs rather than the number of registrations. They do not take into account multiple registrations by the same person.

An additional explanation for the difference may also be due to the research methodology. Even though some respondents mentioned that they had participated in an adult, community and further education program, they were terminated from the survey if one of the following situations arose:

- They participated in a VOC education program but they did not know where they had attended the program.

- They did not know the type of program they had participated in or where they had attended the program, or said at a TAFE, university or workplace.

- They could not remember when they had completed the program they participated in.

The reason for terminating these respondents was to eliminate the possibility of including people who had not participated in a program provided by ACFE. It is likely that some of the respondents who were terminated might have participated in an ACFE program but simply could not remember and that the participation rates could be slightly higher.

2.2 Type of Program Participated in

General adult recreational and leisure courses were the most popular programs with the majority of both current and pre-1994 participants enrolling in this type of ACFE program (76% each). However, in terms of the Victorian community as a whole, just 18% of adults participated in general adult courses.

The next two most popular programs were the CAE book groups (20% of current and 7% of pre-1994 participants) and the VCE as an adult (11% of current and 9% of pre-1994 participants) which represent just 3% (CAE book groups) and 2% (VCE) of the adult population as a whole.

Table 2: Type of Program Participated in by Adults by Participant Type

Q1b: *"Please tell me if you have EVER or are currently participating in ANY of these types of courses AS AN ADULT? PLEASE EXCLUDE ANY full time education in schools or higher education courses at universities and any SELF TAUGHT EDUCATION COURSES."*

Program	Total population (1229) %	Participant type		
		Current (1994-95) (103) %	Pre-1994 (184) %	Never (942) %
ALBE	1	7	1	0
ESL	1	4	7	0
VCE as an adult	2	11	9	0
VOC	1	6	3	0
Access and bridging	1	8	5	0
General adult	18	76	76	0
CAE book study groups	3	20	7	0
Total participated in program	**23[2]**	**100[2]**	**100[2]**	**N/A**
Total never participated	**77**	**N/A**	**N/A**	**100**
Total	**100**	**100**	**100**	**100**

[2] Columns may total more than 23%/100% as respondents could participate in more than one program.

The other four types of programs provided by the ACFE Board were participated in by less than 10% of both current and pre-1994 participants which represents only a very small proportion of the total adult Victorian community (1%).

Participants in *general adult recreation and leisure* programs (current and pre-1994) were more likely to be:

- Female.
- Aged 40-49 years old.
- Educated to diploma/degree level.
- Working part time.
- "Socially Aware"
- Also participated in CAE book groups and the VCE as an adult.

Participants in *CAE book groups* were more likely to be:

- Female
- Educated to degree/diploma level.
- Retired.
- "Socially Aware"
- Also participated in general adult recreational and leisure programs.

As could be expected, participants in *English as Second Language* were more likely to be those born overseas whose first language is not English and who claim to be only reasonably fluent in English rather than fluent.

As an interesting side note, the survey revealed that approximately 60 potential respondents who had participated in *general adult recreational and leisure* programs were terminated because the provider was not an ACFE provider, for example a private organisation, a club, a church hall, an arts centre. These 60 people represent approximately 5% of the total population in this survey or around 25% of those who participated in *general adult recreational and leisure* programs. This suggests that active interest in participating in these types of courses is higher if other non-ACFE program providers are taken into consideration.

2.3 Provider of Programs Participated in

Table 3 shows the type of program participated in by the provider of each program. The sample sizes were too small to show separate percentages for current participants and pre-1994 participants.

The CAE was the main provider of programs to participants of book study groups (97%), VOC education (82%), general adult programs (45%) and the VCE as an adult (44%).

TAFE was the main provider for access and bridging programs (65%) and a major provider for the VCE as an adult (41%).

Community based centres were the main providers for ALBE programs (75%) and AMES was the main provider of ESL programs (62%).

Table 3: Provider of Programs Participated in by Adults - Current and Pre-1994 Participants

Q1E1-10: *"Where did you attend your .... course? Was it at a ....?"*

Program Provider	Program[3]						
	ALBE (8) %	ESL (16) %	VCE as an adult (27) %	VOC (11) %	Access and bridging (17) %	General adult (218) %	CAE book study groups (33) %
CAE	25	19	44	82	12	45	97
TAFE	0	6	41	N/A	65	27	N/A
Community	75	13	15	18	18	27	N/A
AMES	N/A	62	N/A	N/A	N/A	N/A	N/A
Don't know	0	0	0	0	5	1	3
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[3] Base = Current participants (1995 and 1994) and those who participated pre-1994.

3. DEMOGRAPHIC PROFILE: COMPARISONS OF PARTICIPANTS AND NON PARTICIPANTS IN ADULT, COMMUNITY AND FURTHER EDUCATION

3.1 Age and Gender

The proportion of males to females of total non-participants was fairly equal with slightly more female non-participants (55% cf. 45%) although the proportion of males was higher amongst non-participants who have never participated (48% cf. 52%).

Current participants were significantly more likely to be female than male (85% cf. 15%) which was also the case for non-participants who had participated in a program pre-1994 (69% cf. 31%).

Table 4: Age and Gender of Participants and Non Participants

Q13: *"Would you mind telling me your approximate age please?"*

Gender	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Male	45	48	31	15
Female	55	52	69	85
Total	**100**	**100**	**100**	**100**
Age (years)				
18-19	5	6	1	2
20-29	19	21	9	26
30-39	26	26	33	22
40-49	22	20	28	21
50-59	13	12	16	11
60+	15	15	13	18
Total	**100**	**100**	**100**	**100**

Table 4 also shows that non-participants were most likely to be in the 30-39 year old age group (26%) and to a lessor extent in the 40-49 year old age group (22%).

Current participants were younger and were most likely to be in the 20-29 year old age group (26%).

However, there were no statistically significant differences in age profiles of the various types of participants when comparing the age distribution of the total survey sample.

3.2 Educational Background

There were no significant differences between non-participants and current participants in the level of education reached.

Both groups were more likely to be well educated to a diploma/degree level (27% non-participants cf. 36% current participants) but especially those non-participants who had participated pre-1994 (44%).

Table 5: Educational Level Reached

VQ15: *"Would you please tell me the highest level of education you've reached?"*

Education level	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Primary	1	1	0	0
Some secondary/ technical/commercial	13	14	8	8
Passed 4th Form/Inter	12	13	8	8
Passed 5th Form/leaving	15	16	11	11
Technical/TAFE/VCE/ Year 12	23	24	18	26
Some/now at University	9	8	11	11
Diploma/degree	27	24	44	36
Total	**100**	**100**	**100**	**100**

3.3 Employment Status

Around two thirds of both non-participants (67%) and current participants (63%) were employed. However, non-participants were more likely to be employed full time (48% cf. 35% current participants) with fewer part time employers than current participants (19% cf. 28%).

Non-participants who did not work were mainly either retired (13%) or an other non worker (not specified) (10%). This was also true for current participants although there was a higher proportion of retired people (18%).

Table 6: Employment Status

VQG18: *"Are you now in paid employment?"*

QG : *"Are you now looking for a paid job? Are you retired, a student, a non worker or home duties?"*

Employment status	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (42) %	Pre-1994 (184) %	
Work full time	48	48	48	35
Work part time	19	18	26	28
Total work	**67**	**66**	**74**	**63**
Looking for full/ part time work	4	5	2	4
Retired	13	13	11	18
Student	4	4	3	7
Home duties	2	2	1	1
Other non worker	10	10	9	7
Total don't work	**33**	**34**	**26**	**37**
Total	**100**	**100**	**100**	**100**

3.4 Marital Status

There was very little difference between non-participants and current participants in terms of their marital status with the majority (64% cf. 61%) being married or in a de factor relationship.

A further 11% of non-participants and 14% of current participants were divorced, widowed or separated with the remaining 25% of both types of participants either engaged, planning to marry or single.

Table 7: Marital Status

VQ14: *"Are you married, separated, divorced, widowed, de facto, engaged, planning to marry or single?"*

Marital status	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Married/de facto	64	62	70	61
Divorced/widowed/separated	11	11	13	14
Engaged/planning to marry/single	25	27	17	25
Total	**100**	**100**	**100**	**100**

3.5 Household Income

Household income levels were broadly similar regardless of whether or not people participated in adult, community and further education with no significant differences.

The income distribution of non-participants was fairly evenly distributed from less than $30,000 (13%) to $70,000 or more (17%) which was also true for current participants (14% and 11% respectively).

Table 8: Household Income

QA: *"Would you mind telling me your household's total present approximate income from all sources before tax - please include all wages, salaries, pensions and any other income?"*

Household income	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Less than $30,000	13	13	11	14
$30,000 - $49,999	19	19	20	15
$50,000 - $69,999	13	13	14	14
$70,000 or more	17	16	22	11
Can't say/refused	38	39	33	46
Total	**100**	**100**	**100**	**100**

3.6 Melbourne Versus Country

The sample used for the survey was randomly selected according the actual location of the population which means that the location of non-participants will be directly related to the actual population.

The proportion of non-participants therefore reflect the population distribution of 72% in Melbourne and 28% in Victoria X-city.

Current participants and those who participated pre-1994 were slightly more likely than those who had never participated to live in Melbourne.

Table 9: Melbourne Versus Country

Location	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Melbourne	72	71	78	77
Country	28	29	22	23
Total	**100**	**100**	**100**	**100**

3.7 Country of Birth

The majority of participants were born in Australia (76% non-participants cf. 81% current participants) which reflects the actual population statistics.

The only other significant country of birth was the UK followed by Asian countries as a group.

Table 10: Country of Birth

QB: *"In which country were you born?"*

Country of birth	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Australia	76	76	76	81
U.K.	8	8	8	9
Asia	3	3	1	0
Italy	1	1	1	1
Greece	1	1	1	0
New Zealand	1	1	1	1
Malta	1	1	0	0
Canada/USA	1	1	1	1
Other Europe	6	6	9	5
Other	2	2	2	2
Total non-Australia	**24**	**24**	**24**	**19**
Total	**100**	**100**	**100**	**100**

Table 11 shows the number of years which non-participants and current participants who were not born in Australia had been living here. The number of years are shown in 5 year time spans.

The proportion of non participants living in Australia was evenly distributed over all the time spans which ranged from less than 10 years to over 40 years with approximately 10-15% of non participants in each time span.

The proportion of current participants living in Australia was also fairly evenly distributed over the same time spans.

Table 11: Number of Years in Australia

QC: *"How many years have you been living in Australia?"*

Number of years[4]	Total non participants (270) %	Non participants		Current participants (19) %
		Never (227) %	Pre-1994 (43) %	
Less than 10 years	15	13	25	21
10-15 years	13	15	5	5
16-20 years	12	13	7	16
21-25 years	15	13	23	5
26-30 years	13	14	12	16
31-35 years	9	9	7	10
36-40 years	12	12	12	11
Over 40 years	11	11	9	16
Total	**100**	**100**	**100**	**100**

[4] Base = Those not born in Australia.

3.8 Proficiency in English

English was the first spoken language for the majority of non-participants (91%) and current participants (95%).

Other first languages spoken were wide ranging from German to Greek with no one language in particular being more prominent.

Table 12: First Spoken Language

QD: *"Is English your first spoken language?"*
QE: *"Which language is your first language?"*

Language spoken	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
English	91	91	88	95
German	1	1	2	1
Italian	1	1	0	1
Dutch	1	1	2	0
Asian	1	1	1	0
Polish	1	1	0	1
Greek	1	1	1	0
Other	3	3	6	2
Total non English	**9**	**9**	**12**	**5**
Total	**100**	**100**	**100**	**100**

Table 13 looks at the non-participant and current participants proficiency in spoken English and shows that the majority of all types of participants spoke English fluently.

Table 13: Fluency in English

QF: *"How well do you speak English?"*

Fluency in English	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Fluently	97	97	96	99
Reasonably well	3	3	4	1
Not very well	-	-	0	0
Total	**100**	**100**	**100**	**100**

3.9 Roy Morgan Values Segments[5]

Non-participants and current participants were classified according to Roy Morgan Values Segments[5]. These are more than the standard demographic classifications since they look at the motivational profiles of consumers including how they think. (Further information can be found in Appendix 2).

Table 14 on the next page looks at the proportion of non-participants and current participants to see which types of Values Segments[5] they fall into. The distribution largely reflects the Victorian population as a whole rather than being specifically related to the type of participant. However, there were a couple of significant differences which included the following:

- Current participants were more likely to be "Socially Aware" (24%) as were those people who participated pre-1994 (33%) whilst people who never participated were significantly less likely to be "Socially Aware".

- Current participants and pre-1994 participants were significantly less likely to be "Real Conservatism".

Socially Aware people tend to be innovative and like new ideas. They are wealthy and well educated. (A more detailed description can be found in Appendix 2)

[5] Designed in conjunction with Colin Benjamin of The Horizons Network

Table 14: Profile of Community by Values Segments[6]

Values Segments[6]	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
Basic Needs	1	1	1	1
Fairer Deal	4	4	4	2
Traditional Family Life	15	15	16	18
Conventional Family Life	8	8	9	6
Look-At-Me	9	10	2	13
Something Better	11	11	8	8
Real Conservatism	5	6	1	0
Young Optimism	9	9	5	11
Visible Achievement	22	23	21	17
Socially Aware	16	13	33	24
Total	**100**	**100**	**100**	**100**

[6] The Roy Morgan Values Segments developed in conjunction with Colin Benjamin of The Horizons Network.

4. COMMUNITY ATTITUDES TOWARDS PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION

4.1 Level of Interest in Future Participation

4.1.1 Level of Interest in Each Type of Program

Non-participants who had **never** participated in adult, community and further education programs were asked how interested they would be in participating in each type of program in future.

Non-participants who had participated in programs prior to 1994 and current participants were asked how interested they would be in participating in another program in future.

Table 15 on the next page shows that a high proportion of non-participants (64%) claimed to be very or fairly interested in participating in a program in future. This proportion was even higher amongst non-participants who had participated pre-1994 (82%).

An even higher proportion of current participants (86%) were interested in participating in another program in future indicating that those who have already participated in one program are much more likely to participate in future.

The order of popularity of the types of programs which people would be interested in enrolling in did not vary by category of participant.

The program which nearly half of non-participants (45%) and the majority of current participants (81%) were most likely to be interested in was general adult recreational and leisure courses.

VOC education programs were the second most popular programs (22% non-participants cf. 38% of current participants) closely followed by access and bridging courses (16% non-participants and 29% current participants).

Other programs of interest in descending order of interest were CAE book study groups, the VCE as an adult and ALBE programs with ESL programs being of least interest.

Table 15: Level of Interest in Participating in Programs

Q3a1-3a8: *"How interested would you be in participating in (another) adult and further education programs in future?"*

Program	Very or Fairly Interested[7]			
	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
General adult	45	40	69	81
VOC	22	21	25	38
Access and bridging	16	16	15	29
CAE book study groups	9	9	12	25
VCE as an adult	8	9	7	17
ALBE	6	6	5	12
ESL	3	3	3	5
Other courses interested in: Other vocational course	6	7	5	7
Computer course	6	6	6	2
Diploma/degree/post graduate	4	4	3	3
Business management/accounting	2	2	3	1
Learning a language	1	1	2	1
Can't say	3	4	3	4
Total very/fairly interested in (another) course	**64[7]**	**61[7]**	**82[7]**	**86[7]**
Total neither interested nor uninterested/not interested in (another) course/can't say	**36**	**39**	**18**	**14**
Total	**100**	**100**	**100**	**100**

[7] Columns may total more than figures shown as respondents could be interested in more than one program.

Non-participants and current participants mentioned a variety of other vocational type courses which they were interested in doing without specifically referring to one of the ACFE VOC or access and bridging programs. These were analysed separately since it was not possible to categorise them under the ACFE program course type in case the participant was referring to a TAFE type course or a course offered by a private non-ACFE provider.

Figure 1 below shows the demographic characteristics of non-participants and current participants who are most and least likely to enrol in adult, community and further education programs in future.

Figure 1: Demographic Characteristics of Most and Least Interested Participants

Type of Program	Most Interested	Least Interested
General adult	• "Young Optimism", "Socially Aware" • Female • 30-39 years old • Working part time • $50,000-$69,999 h/h income • Already part. in CAE books general adult, VCE, ALBE • Current and pre-1994 participant	• "Traditional Family Life", "Real Conservatism" • Male • 60 years old and over • Retired • Primary or some secondary/tech or 4th form education • Never participated
VOC	• "Look At Me" • Looking for f/t or p/t work • Current participant	• "Basic Needs", "Traditional Family Life" • 50 years old and over • Retired • Some secondary/tech education
Access and bridging	• "A Fairer Deal" • 20-39 years old • Looking for f/t or p/t work • Non-working • Current participant	• "Traditional Family Life", "Socially Aware" • 50 years old and over • Retired • Diploma/degree education • Already part. CAE book groups

Cont/...

Figure 1 cont/: **Demographic Characteristics of Most and Least Interested Participants**

Type of Program	Most Interested	Least Interested
CAE book study groups	• Female • Already part. ALBE, CAE, general adult • Current participant	• Male • 4th form education • Never participated
VCE as an adult	• "Look At Me" • 4th form education level • Current participant	• "Socially Aware" • 60 years old and over / retired • Degree/diploma education • $30,000-49,999 h/h/ income
ALBE	• "A Fairer Deal" • <$30,000 h/h income • First language non English	• "Basic Needs", "Socially Aware" • Male • 18-19 years old • Diploma/degree education • Retired • Single • $70,000 or more h/h income
ESL	• "Conventional Family Life" • First language non English • Not born in Australia • Speak English reasonably well • Already studied ESL	• "Real Conservatism", "Basic Needs", "Socially Aware" • 50-59 years old • Diploma/degree education • Work p/t or f/t • Divorced/widowed/separated • $70,000 or more h/h income • English first language • Born in Australia • Already part. VOC, Access or bridging
Other courses	• "Conventional Family Life", "Look At Me"	• "Traditional Family Life", "A Fairer Deal" • 50 years old and over/retired • Some secondary/tech education • Divorced/widowed/separated

4.1.2 Expected Year of Enrolment Amongst Interested Participants

Non-participants and current participants who were very or fairly interested in participating in adult, community and further education programs in future were asked when they would be most likely to enrol in a course. The results have not been shown separately by type of participant due to the small sample sizes.

Table 16 shows when non-participants and current participants who were interested in participating in future expected to enrol, as well as the total proportion who were very or fairly interested in each individual type of course.

The expected year of enrolment was spread over the next three or more years although the people were most likely to enrol either this year or next year regardless of the type of program they were interested in.

Table 16: Expected Year of Enrolment

Q3b: *"When would you be most likely to enrol in this course?"*

Year	[1]Program Interested In:							
	General adult (1229) %	VOC (1229) %	Access/ bridging (1229) %	CAE books (1229) %	VCE adult (1229) %	ALBE (1229) %	ESL (1229) %	Something else (1229) %
This year (1995)	9	4	3	2	1	1	1	5
Next year (1996)	16	8	5	3	3	2	1	8
1997	6	3	2	1	1	1	-	3
After 1997	10	5	4	2	2	1	1	4
Don't know when	7	3	3	2	2	1	1	2
Total very/fairly interested in course	**48**	**23**	**17**	**10**	**9**	**6**	**4**	**22**
Total neither interested not uninterested/ not interested/can't say	**52**	**77**	**83**	**90**	**91**	**94**	**96**	**78**
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

[1] Base = Current participants and non participants.

4.2 Influence of Participation in General Education Programs on Interest in Vocational Programs

4.2.1 Reasons for Participating in General Education Programs

Current participants were asked what were their main reasons for participating in *general adult recreational and leisure* programs to see what proportion enrolled for vocational reasons as opposed to general personal interest. In theory, those who participate for vocational reasons might be more likely to move onto access and bridging or VOC education programs than those who enrolled for personal interest.

Table 17 shows that the majority of current participants were enrolled for reasons of interest, pleasure or personal development (58%). Social and recreational reasons were given by 20% of current participants with just 16% enrolling specifically to improve vocational skills.

Only current participants were asked this question.

Table 17: Reasons for Participating in General Adult Recreational and Leisure Programs

Q2a: *"What were your MAIN reasons for participating in your course?"*

Reasons	Current participants[9] in general adult programs (69) %
Interest/pleasure/personal development	58
Social/recreational	20
Improve vocational skills	16
Save money/make things for self	7
Other	1
Can't say	7

[9] Column may total more than 100% as respondents can give more than one reason.

4.2.2 Likelihood of Current Participants Enrolling in VOC Education or Access and Bridging Programs

Current participants of *general adult recreational and leisure* programs were then asked how likely they would be to enrol in an access or bridging course or even a VOC education program. This could provide an indication of whether completing one course in an educational environment would motivate them to go on to do other more vocationally oriented programs.

Table 18 shows that just over one third (35%) of current participants would be more likely to enrol in access and bridging or VOC education programs.

However, over half of current participants (57%) felt that it would make no difference at all.

Table 18: Likelihood of Participating in Access/Bridging Programs or VOC Programs

Q2b: *"Having participated in an adult general recreational and leisure course, do you feel that you would be more or less likely to enrol in an access and bridging course or even a vocational education course in future?"*

Likelihood	Current participants in general adult programs (69) %
Much more likely	9
Somewhat more likely	26
Total more likely	**35**
No difference at all	57
Somewhat less likely	0
Much less likely	1
Total less likely	**1**
Can't say	7
Total	**100**

Participants who considered that participating in a general adult program would make no difference at all were:

- "Socially Aware"
- Males
- 60 years old and over
- Diploma/degree educated

As would be expected, the majority of participants who considered they would be more likely to participate in VOC education programs or access and bridging programs also said that they were fairly or very interested in participating in these courses in the next question.

4.2.3 Proportion of Participants Actually Enrolled in Additional ACFE Programs

Table 19 looks at the extent to which current participants and those who participated pre-1994 were also enrolled in additional ACFE programs to see if they were more likely to enrol in access and bridging or VOC education courses. It shows that a small proportion had in fact also participated in additional ACFE of courses.

However, none of the current participants had actually also participated in access and bridging courses or VOC education programs. The most likely program was the CAE book study groups (10%) and the VCE as an adult (9%)

Only a very small percentage of non participants who had participated in a general adult program pre-1994 had also participated in an access and bridging course (2%) or a VOC program (1%) demonstrating that participating in general adult programs does not appear to have a significant effect on the motivation to participate in additional vocational programs.

Table 19: Proportion of Participants Enrolled in Other Programs

Type of Program	Current participants in general adult programs (69) %	Current and non-participants pre-1994 in general adult programs (218) %
General adult	100	100
CAE book groups	10	7
VCE as an adult	9	6
ALBE	4	2
Access and bridging	0	2
ESL	1	1
VOC	0	1

5. REASONS FOR BARRIERS TO PARTICIPATION IN ADULT, COMMUNITY AND FURTHER EDUCATION

5.1 Levels of Awareness of Adult, Community and Further Education Programs Provided in the Community

Awareness levels of programs provided by the ACFE Board is relatively high even amongst people who have never participated in any programs with only 4% of non-participants being unaware of any of the programs provided.

Table 20: Awareness of Adult Education Programs

Q1a: *"Could you please tell me which of the following types of adult education courses are you aware of? Please EXCLUDE full time education in schools, higher education courses at universities and any self taught education courses."*

Program	Level of Awareness[10]			
	Total non participants (1126) %	Non participants		Current participants (103) %
		Never (942) %	Pre-1994 (184) %	
ESL	78	75	91	86
VCE as an adult	76	75	85	86
General adult	73	69	91	91
VOC	60	57	71	69
ALBE	59	56	73	85
Access and bridging	38	36	50	50
CAE book study groups	31	27	53	61
None of these	4	4	0	0

[10] Columns may total more than 100% as respondents could be aware of more than one program.

Table 20 also shows that current participants and those who had participated in a program pre-1994 had significantly higher awareness levels for every type of program than those who had never participated in a program.

Programs which non-participants were **most** aware of were ESL programs (78%) followed closely by VCE as an adult (76%) and general adult programs (73%). However, those who participated in a program pre-1994 and current participants had awareness levels which were 10% to 22% higher than those who had never participated.

Non-participants were **least** aware of access and bridging courses (38%) and CAE book study groups (31%). Although current participants and those who had participated pre-1994 were also less aware of these type of programs, their awareness levels were still over 50%.

Non-participants and current participants who were **most** and **least** aware of ACFE programs included:

Most Aware	Least Aware
• "Young Optimism" (ESL only)	• "Something Better"
• "Socially Aware"	• "Look At Me"
• Female	• "Fairer Deal"
• 60 years old or over	• Male
• Diploma/degree educated	• 29 years old or less
• Work part time	• Single
• $70,000 or more h/h income	• First language is not English

5.2 Unprompted Reasons for Barriers to Participation

Non-participants and current participants were then asked one of the following questions depending on their individual situation:

- For those people who had **never** participated:

  *Why have you **never** participated in adult further education courses?*

- For those people who had participated pre-1994:

  Why have you not participated in adult and further education courses in recent years?

- For those current participants who **were not** interested in participating in another course in future:

  Why are you unlikely to participate in adult and further education courses again in future?

This applied to a sample of 14 current participants. The results should therefore only be used to provide an indication of opinions.

Current participants who **were** interested in participating in another course were not asked this question.

The responses from all types of participants were completely unprompted.

Table 21 on the next page shows the wide variety of reasons given by non-participants and current participants. However, only three reasons were mentioned by a significant proportion of people with the most significant reason by far being *lack of time/no spare time* which was mentioned by over half of non-participants (51%).

The other two most important reasons mentioned by non-participants were firstly *no desire/lack of interest/no need (27%)* and secondly, but only just behind, *family commitments (22%)*.

Only two other reasons were mentioned by 10% or more of non-participants. People complained of the difficulty of making a regular commitment to a course due to unpredictable work commitments (11%). Others mentioned having already completed tertiary education or currently studying at tertiary level (10%) and therefore did not perceive a need for adult further education because they saw themselves as already adequately educated.

A wide variety of other reasons were mentioned by less than 5% of non-participants ranging from *too expensive (5%)* to *preferring to go to the cinema or theatre (1%), play sport (2%)* or simply *socialise with friends or family (2%)*.

There was little variation in the reasons given by type of participant with the exception for the reason *no desire/lack of interest/no need* which was a more significant reason to those who had never participated.

Table 21: Reasons for Barriers to Participation - Unprompted

Q4a: *"Why have you never participated (are you unlikely to participate) in adult and further education courses (again in future)?"*

Reasons	Total non participants (1126) %	NNon participants		Current participants[11] (14) %
		Never (942) %	Pre-1994 (184) %	
Lack of time/no spare time	51	50	55	43
No desire/lack of interest/no need	27	29	13	21
Family commitments	22	22	23	7
Could not make regular commitment due to work	11	11	12	0
Already completed degree/tertiary diploma/currently studying	10	10	9	0
Too expensive/can't afford it	5	4	10	0
Lack of required/necessary educational qualifications	4	4	4	0
Working full time	4	4	4	0
Unaware of courses available in my area	3	4	2	0
Too old/retired	3	2	3	21
Prefer to play sport in spare time	2	3	0	0
Lack of convenient facilities close by	2	2	3	0
Prefer to socialise with friends/family	2	2	2	0
Lack of transport/difficult to get to	1	1	2	0
Inconvenient times of course	1	1	4	0
Ill health/disability/sickness	1	1	4	7
Can pick up skills on job/employer training	1	1	1	0
Lack of child care facilities	1	1	2	0
Have other interests	1	1	1	0
Too young	1	1	0	0
Courses provided are inappropriate	1	1	2	0
Prefer to go to cinema/theatre/art galleries/opera	1	1	1	0
Other	4	4	4	7
Total never done a course or not in recent years and/or not interested in future	**100[12]**	**100[12]**	**100[12]**	**100[12]**

[11] Base = Current participants not interested in doing another course.

[12] Column may total more than 100% as respondents could give more than one reason.

5.3 Prompted Reasons for Barriers to Participation

Non-participants and current participants were then prompted about specific possible reasons for barriers to participation which were not mentioned spontaneously. This would reveal which other reasons were considered to be important to participants in their decision not to participate in adult and further education courses.

Table 22 on the next page shows the results of the combined prompted and unprompted responses. (Q4a and Q4b).

The top five barriers to participation which were mentioned by a relatively high proportion of people were all factors which would be difficult to resolve or remove. The first three barriers mentioned were all related to time constraints.

Lack of spare time/no spare time was the most important barrier to participation with over two thirds (71%) of non-participants mentioning this reason.

The next two most important reasons were also mentioned by a relatively high proportion of people. *Family commitments* was a barrier to 48% of non-participants, *inability to make a regular commitment due to work pressures* was a barrier to a further 46% of non-participants.

No desire or lack of interest was ranked fourth as a barrier to participate rather than second when people were unprompted, but it was still mentioned by a high proportion of non-participants (42%) closely followed in fifth place by *a preference to socialise with friends and family (41%)*.

Other reasons which were mentioned included those which might be easier to resolve although they were mentioned by considerably fewer people.

Inconvenient course times was mentioned by 26% of non-participants which became a more important barrier after prompting.

All of the other reasons mentioned were considered to be a barrier to between approximately 10% and 20% of non-participants. *Lack of lack of transport* or *difficult to get to*, and, *lack of child care facilities* were the two least important reasons mentioned (9% and 8% respectively).

Table 22: Reasons for Barriers to Participation - Prompted and Unprompted

Q4b: *"Which of the following OTHER factors are a particularly IMPORTANT influence in your decision NOT to participate in adult and further education (again in future)?"*

Reasons	Total non participants (1126) %	Non participants		Current participants[13] (14) %
		Never (942) %	Pre-1994 (184) %	
Lack of time/no spare time	71	71	71	43
Family commitments	48	48	47	29
Could not make regular commitment due to work	46	46	44	29
No desire/lack of interest/no need	42	45	25	29
Prefer to socialise with friends/family	41	42	32	21
Inconvenient course times	26	25	30	29
Prefer to play sport in spare time	22	24	11	0
Too expensive/can't afford it	21	21	25	14
Prefer to go to cinema/theatre/opera/art galleries	20	20	20	14
Unaware of courses available in my area	19	20	9	7
Lack of convenient facilities close by	15	15	14	0
Lack of required/necessary educational qualifications	14	14	12	0
Lack of transport/difficult to get to	9	10	8	7
Lack of child care facilities	8	8	9	0
None of these	4	4	8	36
Total never done a course or not in recent years and/or not interested in future	**100[14]**	**100[14]**	**100[14]**	**100[14]**

[13] Base = Current participants who were not interested in doing another course.

[14] Column may total more than 100% as respondents could give more than one reason.

5.4 Effect of Removal of Barriers on Participation

Non-participants and current participants who mentioned the following specific reasons for not participating in adult education programs were then asked how likely they would be to participate in a course if the particular barrier mentioned was removed.

- Too expensive, can't afford it
- Lack of convenient facilities close by
- Lack of child care facilities
- Inconvenient course times
- Lack of required/necessary education qualifications
- Unaware of courses available in my area

These specific reasons were selected on the basis that they would be more easy to resolve than ones which related to simple lack of desire or alternative commitments or choices.

The following section looks at the effect of the removal of various barriers. Only people who mentioned that particular barrier were asked each question. The results are percentaged to the survey population to see what effect the removal of each barrier might have in relation to the overall population. This would provide an indication of whether it would be worthwhile directing attention and resources to these areas.

5.4.1 Effect on Participation of More Affordable Programs

People who mentioned that adult education programs were too expensive were asked how likely they would be to participate if the program they were interested in was more affordable.

In terms of the non-participant population, a relatively high proportion of people would be much more likely (8%) or somewhat more likely (8%) to participate if the programs were made more affordable.

Table 23: Effect on Participation of More Affordable Programs

Q5a: *"If you knew that a course you were interested in was more affordable, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[15] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	8	7	14	7
Somewhat more likely	8	8	9	7
Would make no difference at all	5	6	2	0
Total said too expensive	**21**	**21**	**25**	**14**
Total did not say too expensive	**79**	**79**	**75**	**86**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

Only 5% thought that it would make no difference at all whilst 79% of the non-participation population did not mention that they thought programs were too expensive.

[15] Base = Current participants who were not interested in doing another course.

5.4.2 Effect on Participation of Available Facilities Nearby

People who mentioned that there was a lack of convenient facilities close by were asked how likely they would be to participate in adult education if there were facilities near to them.

In terms of the non-participant population, a relatively high proportion of people would be much more likely (5%) or somewhat more likely (7%) to participate if they knew there were facilities near to them.

Table 24: Effect on Participation of Available Facilities Nearby

Q5b: *"If there were facilities near to you, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[16] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	5	4	9	0
Somewhat more likely	7	7	4	0
Would make no difference at all	3	4	1	0
Total said lack of convenient facilities close by	**15**	**15**	**14**	**0**
Total did not say lack of convenient facilities close by	**85**	**85**	**86**	**100**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

Only 3% of people thought that it would make no difference at all whilst 85% of non-participants did not mention lack of convenient facilities close by as a barrier.

[16] Base = Current participants who were not interested in doing another course.

5.4.3 Effect on Participation of Available Childcare Facilities

People who mentioned that there was a lack of child care facilities were then asked how likely they would be to participate in adult education if child care facilities were provided at the centres.

In terms of the non-participant population, some people would be much more likely (3%) or somewhat more likely (3%) to participate if they knew there were child care facilities available.

Table 25: Effect on Participation of Availability of Childcare Facilities

Q5c: *"If child care facilities were available at the centres of study, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[17] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	3	3	3	0
Somewhat more likely	3	3	2	0
Would make no difference at all	3	2	4	0
Total said lack of child care facilities	**8**	**8**	**9**	**0**
Total did not say lack of child care facilities	**92**	**92**	**91**	**100**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

A further 3% thought that it would make no difference at all whilst 92% of the non-participation population did not mention that they thought the lack of child care facilities was a barrier.

[17] Base = Current participants who were not interested in doing another course.

5.4.4 Effect on Participation of More Convenient Course Times

People who mentioned that adult education programs were held at inconvenient times were asked how likely they would be to participate if the program they were interested in was held at a more convenient time.

In terms of the non-participant population, a relatively high proportion of people would be much more likely (7%) or somewhat more likely (12%) to participate if course were held at more convenient times.

Table 26: Effect on Participation of More Convenient Course Times

Q5d: *"If courses were arranged at more convenient times, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[18] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	7	6	9	7
Somewhat more likely	12	11	15	14
Would make no difference at all	8	8	5	7
Total said inconvenient course times	**26**	**25**	**30**	**29**
Total did not say inconvenient times of course	**74**	**75**	**70**	**71**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

8% thought that it would make no difference at all whilst 74% of the non-participation population did not mention that they thought programs were held at inconvenient times.

[18] Base = Current participants who were not interested in doing another course.

5.4.5 Effect on Participation of Improved Access Through Access and Bridging Courses

People who mentioned that they did not have the necessary educational qualifications to participate in adult education courses were asked how likely they would be to participate if they could gain access to a program through access and bridging courses.

In terms of the non-participant population, only a few people would be much more likely (2%) or somewhat more likely (3%) to participate if they could gain access through an access and bridging course.

Table 27: Effect on Participation of Improved Access Through Access and Bridging Courses

Q5e: *"If you could gain access to adult education courses through access and bridging courses, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[19] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	2	2	4	0
Somewhat more likely	3	3	3	0
Would make no difference at all	8	8	5	0
Can't say	1	1	-	0
Total said lack of required education qualifications	14	14	12	0
Total did not say lack of required education qualifications	86	86	88	100
Total never done a course or not in recent years and/or not interested in future	100	100	100	100

[19] Base = Current participants who were not interested in doing another course.

For most of these people, the knowledge of gaining access to courses through access and bridging courses would make no difference at all (8%).

86% of non-participant population did not mention the lack of required education requirements as a barrier.

5.4.6 Effect of Increased Course Information on Participation

People who mentioned that they were unaware of what adult education courses were available in their area were asked how likely they would be to participate if they were better informed about which courses were available to them.

In terms of the non-participant population, a reasonably high proportion would be much more likely (6%) or somewhat more likely (9%) to participate if they were better informed.

Table 28: Effect of Increased Course Information on Participation

Q5f: *"If you were better informed about which courses are available to you, how likely are you to participate in adult and further education courses?"*

Likelihood of participating	Total non participants (1126) %	Non participants		Current participants[20] (14) %
		Never (942) %	Pre 1994 (184) %	
Much more likely	6	6	3	0
Somewhat more likely	9	9	5	7
Would make no difference at all	4	5	1	0
Total said unaware of courses available in area	**19**	**20**	**9**	**7**
Total did not say unaware of courses available in area	**81**	**80**	**91**	**93**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

Only 4% thought that it would make no difference at all whilst 81% of the non-participation population did not mention that they were unaware of what courses were available in their area.

[20] Base = Current participants who were not interested in doing another course.

5.4.7 Type of Program Likely to Participate in if Barrier Removed

Non-participants and current participants who said they were *much more* or *somewhat more likely* to participate in adult education if the barrier was removed were then asked which course they would be most likely participate in.

Once again, the results were percentaged to the survey population to see which programs were most popular and how they compare with the results in Table 15 in terms of priority of programs preferred.

Table 29 over the page shows that non-participants are most likely to enrol in a general adult program (24%) with those who had participated pre-1994 being even more likely (31%) to participate.

VOC education programs were the second most popular course (12%) closely followed by access and bridging programs (8%).

VCE as an adult and CAE book study groups were of equal interest to 5% and 4% of non-participants respectively.

ALBE and ESL programs were of least interest.

People mentioned a variety of other courses which were very similar to those mentioned in Table 15 where everybody in the survey was asked how interested they would be in participating in an adult education course in future (see Table 15). These ranged from a non specific computer course (2%) to business management and accounting courses (1%) and were mainly focussed on vocational programs.

Table 29: Type of Program Likely to Participate in if Barrier Removed

Q6: *"IF MUCH MORE/SOMEWHAT MORE likely to participate in Q5a-f: Which of the following types of course would you be MOST likely to participate in?"*

Program	Much more/somewhat more likely			
		Non participant		
	Total non participants (1126) %	Never (942) %	Pre-1994 (184) %	Current participants[21] (14) %
General adult	24	22	31	14
VOC	12	12	13	0
Access and bridging	8	8	7	7
VCE as an adult	5	5	4	0
CAE both study groups	4	4	3	7
ALBE	2	2	2	0
ESL	2	2	2	7
Other courses interested in: Computer course	2	2	1	0
Diploma/degree/post graduate	1	1	1	0
Other vocational courses	1	1	1	0
Business management/accounting	1	1	0	0
Learning a language	-	-	2	0
Can't say	2	2	1	0
Total much more/somewhat more likely to participate	**39[22]**	**37[22]**	**44[22]**	**21[22]**
Total not likely to participate	**61**	**63**	**56**	**79**
Total never done a course or not in recent years and/or not interested in future	**100**	**100**	**100**	**100**

[21] Base = Current participants who were not interested in doing another course.

[22] Columns may total more than figure shown as respondents could be interested in more than one program.

APPENDIX 1 - Questionnaire

Good %A. My name is (SAY NAME) from Roy Morgan Research, the people who conduct the Morgan Gallup Poll. Today we're conducting a survey about peoples' attitude towards adult and further education. May I please speak to the youngest male aged 18 years or over who's at home?

IF NO MALES, ASK: Then may I please speak to the youngest female aged 18 years or over who's at home?

IF NEW RESPONDENT, REPEAT INTRODUCTION.
IF RESPONDENT NOT AVAILABLE, MAKE AN APPOINTMENT.

ANSWER PLACES TO Q1A AND Q1B WILL BE ROTATED.

Q1A. Firstly, could you please tell me which of the following types of adult education courses are you aware of? Please EXCLUDE full time education in schools, higher education courses at universities and any self taught education courses.

READ OUT EACH ONE AND HIGHLIGHT EACH ONE MENTIONED

ADULT LITERACY, NUMERACY AND BASIC EDUCATION (ALBE) such as the Certificate of General Education for Adults.....	1,
ENGLISH AS A SECOND LANGUAGE (ESL) which is a program aimed at improving English language skills of non-english speaking backgrounds.....	2,
VICTORIAN CERTIFICATE OF EDUCATION (VCE) as an adult.....	3,
VOCATIONAL EDUCATION (VOC) courses which are designed for people employed or hoping to be employed in a trade or a profession with a specific vocational focus..	4,
ACCESS AND BRIDGING courses which prepare students for further study, training or employment with a specific access focus.....	5,
GENERAL ADULT recreational and leisure short courses designed to encourage creativity, social and personal pursuits such as ARTS, CRAFTS, LANGUAGES, PERSONAL DEVELOPMENT AND LIFE SKILL PROGRAMS.....	6,
CAE BOOK STUDY GROUPS.....	7,
(DON'T READ) NONE OF THESE.....	8,

Q1B. I'm now going to read out each type of course again. Please tell me if you have EVER or are currently participating in ANY of these types of courses AS AN ADULT?
PLEASE EXCLUDE ANY full time education in SCHOOLS, OR higher education courses at UNIVERSITIES and any SELF TAUGHT EDUCATION COURSES.

READ OUT EACH ONE AND HIGHLIGHT EACH ONE MENTIONED

ADULT LITERACY, NUMERACY AND BASIC EDUCATION (ALBE) such as the Certificate of General Education for Adults.....	1,
ENGLISH AS A SECOND LANGUAGE (ESL) which is a program aimed at improving English language skills of non-english speaking backgrounds.....	2,
VICTORIAN CERTIFICATE OF EDUCATION (VCE) as an adult.....	3,
VOCATIONAL EDUCATION (VOC) courses which are designed for people employed or hoping to be employed in a trade or a profession with a specific vocational focus..	4,
ACCESS AND BRIDGING courses which prepare students for further study, training or employment with a specific access focus.....	5,

GENERAL ADULT recreational and leisure short courses designed to encourage creativity, social and personal pursuits such as ARTS, CRAFTS, LANGUAGES, PERSONAL DEVELOPMENT AND LIFE SKILL PROGRAMS.....	6,	
CAE BOOK STUDY GROUPS.....	7,	
Something else (PLEASE SPECIFY)..	8,	
(DON'T READ) HAVE NEVER PARTICIPATED IN ANY ADULT EDUCATION COURSES.	9,	GOTO Q3A
(DON'T READ) DON'T KNOW TYPE OF COURSE/ CAN'T REMEMBER.....	10,	

IF PARTICIPATED IN ADULT LITERACY, NUMERACY AND BASIC EDUCATION (CODE 1 ON Q1B) ASK:

Q1C1. What was the name of the ADULT LITERACY, NUMERACY AND BASIC EDUCATION course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D1. What was the length of the ADULT LITERACY, NUMERACY AND BASIC EDUCATION course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E1. Where did you attend your ADULT LITERACY, NUMERACY AND BASIC EDUCATION course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4
Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F1. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN ENGLISH AS A SECOND LANGUAGE (CODE 2 ON Q1B) ASK:

Q1C2. What was the name of the ENGLISH AS A SECOND LANGUAGE course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D2. What was the length of the ENGLISH AS A SECOND LANGUAGE course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E2. Where did you attend your ENGLISH AS A SECOND LANGUAGE course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4

Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F2. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN VICTORIAN CERTIFICATE OF EDUCATION (CODE 3 ON Q1B) ASK:

Q1C3. What was the name of the VICTORIAN CERTIFICATE OF EDUCATION course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D3. What was the length of the VICTORIAN CERTIFICATE OF EDUCATION course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E3. Where did you attend your VICTORIAN CERTIFICATE OF EDUCATION course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4

Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F3. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN VOCATIONAL EDUCATION (CODE 4 ON Q1B) ASK:

Q1C4. What was the name of the VOCATIONAL EDUCATION course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D4. What was the length of the VOCATIONAL EDUCATION course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E4. Where did you attend your VOCATIONAL EDUCATION course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4

Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F4. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN ACCESS AND BRIDGING (CODE 5 ON Q1B) ASK:

Q1C5. What was the name of the ACCESS AND BRIDGING course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D5. What was the length of the ACCESS AND BRIDGING course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E5. Where did you attend your ACCESS AND BRIDGING course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4

Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F5. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN GENERAL ADULT RECREATIONAL AND LEISURE (CODE 6 ON Q1B) ASK:

Q1C6. What was the name of the GENERAL ADULT RECREATIONAL AND LEISURE course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D6. What was the length of the GENERAL ADULT RECREATIONAL AND LEISURE course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E6. Where did you attend your GENERAL ADULT RECREATIONAL AND LEISURE course? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4

Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F6. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN CAE BOOK STUDY (CODE 7 ON Q1B) ASK:

Q1C7. What was the name of the CAE BOOK STUDY group which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D7. What was the length of the CAE BOOK STUDY group you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E7. Where did you attend your CAE BOOK STUDY group ? Was it at a...

READ OUT

Council of adult education (CAE)...	1
TAFE College.....	2
University.....	3
Neighbourhood house or centre...	4
Community learning centre.....	5
Adult migrant education centre..	6
Workplace.....	7
Somewhere else (PLEASE SPECIFY)..	8
(DON'T READ) DON'T KNOW.....	9

Q1F7. When did you finish this group? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995....	1
Last year 1994....	2
Pre-1994.....	3
Still studying now	4
(DON'T READ) CAN'T SAY.....	5

IF PARTICIPATED IN ANOTHER TYPE OF COURSE (CODE 8 ON Q1B) ASK:

Q1C8. What was the name of the %O %85. course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1
CAN'T SAY.....	2

Q1D8. What was the length of the %O %85. course you participated in? Was it....

READ OUT

Less than 6 months	1
6 months to one year.....	2
Over one year to two years.....	3
Over two years to three years.....	4
More than three years.....	5
(DON'T READ) CAN'T SAY.....	6

Q1E8. Where did you attend your %O %85. course? Was it at a...

READ OUT

Council of adult education (CAE)...	1,
TAFE College.....	2,
University.....	3,
Neighbourhood house or centre...	4,
Community learning centre.....	5,

Adult migrant education centre.. 6,

Workplace..... 7,

Somewhere else (PLEASE SPECIFY).. 8,

(DON'T READ) DON'T KNOW..... 9,

Q1F8. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995.... 1

Last year 1994.... 2

Pre-1994..... 3

Still studying now 4

(DON'T READ) CAN'T SAY..... 5

IF DOESN'T KNOW COURSE PARTICIPATED IN (CODE 10 ON Q1B) ASK:

Q1C10. What was the name of the course which you participated in?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)... 1

CAN'T SAY..... 2

Q1D10. What was the length of the course which you participated in? Was it....

READ OUT

Less than 6 months 1

6 months to one year..... 2

Over one year to two years..... 3

Over two years to three years..... 4

More than three years..... 5

(DON'T READ) CAN'T SAY..... 6

Q1E10. Where did you attend the course? Was it at a...

READ OUT

Council of adult education..... 1,

TAFE College..... 2,

University..... 3,

Neighbourhood house or centre... 4,

Community learning centre..... 5,

Adult migrant education centre.. 6,

Workplace..... 7,

Somewhere else (PLEASE SPECIFY).. 8,

(DON'T READ) DON'T KNOW..... 9,

Q1F10. When did you finish this course? Was it:

READ OUT

IF CAN'T SAY PROMPT: Well your best estimate?

This year 1995.... 1

Last year 1994.... 2

Pre-1994..... 3

Still studying now 4

(DON'T READ) CAN'T SAY..... 5

IF DON'T KNOW TYPE OF COURSE IN Q1B AND DON'T KNOW WHERE ATTENDED COURSE OR SAID SOMEWHERE ELSE OR SAID TAFE OR UNIVERSITY OR WORKPLACE IN Q1E10 THEN TERMINATE (CODE 10 ON Q1B AND CODES 2 OR 3 OR 7 OR 8 OR 9 ON Q1E10) SAY:

Thank you for your time and assistance.

IF SOMETHING ELSE IN Q1B AND SAID SOMEWHERE ELSE OR TAFE OR UNIVERSITY OR WORKPLACE OR DON'T KNOW IN Q1E8 THEN TERMINATE (CODE 8 ON Q1B AND CODES 2 OR 3 OR 7 OR 8 OR 9 ON Q1E8)

Thank you for your time and assistance.

IF STUDIED VOC ED COURSE IN Q1B AT A TAFE OR UNIVERSITY OR WORKPLACE OR DON'T KNOW IN Q1E4 THEN TERMINATE (CODE 4 ON Q1B AND CODES 2 OR 3 OR 7 OR 8 OR 9 ON Q1E4)

Thank you for your time and assistance.

IF CAN'T SAY WHEN COMPLETED COURSE ON ALL THE COURSES MENTIONED TERMINATE

Thank you for your time and assistance.

IF PARTICIPATED IN GENERAL ADULT REC. (CODE 6 ON Q1B) AND FINISHED OR STILL STUDYING IN 1995 OR 1994 (CODES 1 OR 2 OR 4 ON Q1F6) ASK:

Q2A. What were your MAIN reasons for participating in your course? Any other reasons?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)... 1,

CAN'T SAY..... 2,

IMPROVE SKILLS/ FOR VOCATIONAL EMPLOYMENT REASONS	3,
INTEREST/ PLEASURE/ PERSONAL DEVELOPMENT.....	4,
SAVE MONEY/ MAKE THINGS FOR SELF...	5,
SOCIAL/ RECREATIONAL REASONS.....	6,

Q2B. Having participated in an adult general recreational and leisure course, do you feel that you would be more or less likely to enrol in an access and bridging course or even a vocational education course in future, or would it make no difference at all?

IF MORE/LESS LIKELY ASK: Is that much more/less likely or somewhat more/less likely?

MUCH MORE LIKELY..	1
SOMEWHAT MORE LIKELY.....	2
NO DIFFERENCE AT ALL.....	3
SOMEWHAT LESS LIKELY.....	4
MUCH LESS LIKELY..	5
CAN'T SAY.....	6

IF LESS LIKELY (CODES 4 OR 5 ON Q2B) ASK:

Q2C. Why is this? Anything else?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1,
CAN'T SAY.....	2,

ASK EVERYONE:

Q3A1-Q3A7 WILL BE ROTATED.

Q3A1. (How interested would you be in participating in $420,/other//)

ADULT LITERACY, NUMERACY AND BASIC EDUCATION (ALBE) COURSES

(in future?)

Would that be: READ OUT.

Not at all interested.....	1
Not very interested.....	2
Neither interested nor uninterested..	3
Fairly interested.	4
Very interested...	5
(DON'T READ) CAN'T SAY.....	6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A1.) ASK:

Q3B1. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995)..	1
Next year (1996)..	2
1997.....	3
After 1997.....	4
(DON'T READ) DON'T KNOW WHEN.....	5

Q3A2. (How interested would you be in participating in $424,/another//)

ENGLISH AS A SECOND LANGUAGE (ESL) course

(in future?)

Would that be: READ OUT.

Not at all interested.....	1
Not very interested.....	2
Neither interested nor uninterested..	3
Fairly interested.	4
Very interested...	5
(DON'T READ) CAN'T SAY.....	6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A2.) ASK:

Q3B2. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995)..	1
Next year (1996)..	2
1997.....	3
After 1997.....	4
(DON'T READ) DON'T KNOW WHEN.....	5

Q3A3. (How interested would you be in participating in $428,/another//)

VICTORIAN CERTIFICATE OF EDUCATION (VCE) course as an adult

(in future?)

Would that be: READ OUT.

Not at all interested.....	1
Not very interested.....	2
Neither interested nor uninterested..	3
Fairly interested.	4
Very interested...	5

(DON'T READ) CAN'T SAY..... 6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A3.) ASK:

Q3B3. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995).. 1

Next year (1996).. 2

1997..... 3

After 1997..... 4

(DON'T READ) DON'T KNOW WHEN..... 5

Q3A4. (How interested would you be in participating in %432,/other/?)

VOCATIONAL EDUCATION (VOC) courses which are designed with a specific vocational focus

(in future?)

Would that be: READ OUT.

Not at all interested..... 1

Not very interested..... 2

Neither interested nor uninterested.. 3

Fairly interested. 4

Very interested... 5

(DON'T READ) CAN'T SAY..... 6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A4.) ASK:

Q3B4. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995).. 1

Next year (1996).. 2

1997..... 3

After 1997..... 4

(DON'T READ) DON'T KNOW WHEN..... 5

Q3A5. (How interested would you be in participating in %436,/other/?)

ACCESS AND BRIDGING courses with a specific training or employment access focus

(in future?)

Would that be: READ OUT.

Not at all interested..... 1

Not very interested..... 2

Neither interested nor uninterested.. 3

Fairly interested. 4

Very interested... 5

(DON'T READ) CAN'T SAY..... 6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A5.) ASK:

Q3B5. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995).. 1

Next year (1996).. 2

1997..... 3

After 1997..... 4

(DON'T READ) DON'T KNOW WHEN..... 5

Q3A6. (How interested would you be in participating in %440,/other/?)

GENERAL ADULT recreational and leisure short courses designed to encourage creativity, social and personal persuits

(in future?)

Would that be: READ OUT.

Not at all interested..... 1

Not very interested..... 2

Neither interested nor uninterested.. 3

Fairly interested. 4

Very interested... 5

(DON'T READ) CAN'T SAY..... 6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A6.) ASK:

Q3B6. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995).. 1

Next year (1996).. 2

1997..... 3

After 1997..... 4

(DON'T READ) DON'T KNOW WHEN..... 5

Q3A7. (How interested would you be in participating in %444,/other/?)

CAE BOOK STUDY GROUPS

(in future?)

Would that be: READ OUT.

Not at all interested..... 1

Not very interested.....	2
Neither interested nor uninterested..	3
Fairly interested.	4
Very interested...	5
(DON'T READ) CAN'T SAY.....	6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A7.) ASK:

Q3B7. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995)..	1
Next year (1996)..	2
1997.....	3
After 1997.....	4
(DON'T READ) DON'T KNOW WHEN.....	5

Q3A8. How interested would you be in participating in some other course not previously mentioned, in future?

Would that be: READ OUT.

Not at all interested.....	1
Not very interested.....	2
Neither interested nor uninterested..	3
Fairly interested.	4
Very interested...	5
(DON'T READ) CAN'T SAY.....	6

IF VERY OR FAIRLY INTERESTED (CODE 4 OR 5 ON Q3A8) ASK:

Q3AA8. What type of course would that be?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

OTHER (SPECIFY)...	1,
CAN'T SAY.....	2,
LEARNING A LANGUAGE.....	3,
DIPLOMA/ DEGREE/ POST GRADUATE COURSE.....	4,
BUSINESS MANAGEMENT/ ACCOUNTING.....	5,
COMPUTER COURSE...	6,
OTHER VOCATIONAL COURSES.....	7,
RECODE TO Q3A3....	8,
RECODE TO Q3A4....	9,
RECODE TO Q3A5....	10,
RECODE TO Q3A6....	11,

Q3B8. When would you be most likely to enrol in this course? Would that be:

READ OUT

This year (1995)..	1
Next year (1996)..	2
1997.....	3
After 1997.....	4
(DON'T READ) DON'T KNOW WHEN.....	5

IF NOT DOING A COURSE IN 1995 OR 1994 AND YOU ARE NOT INTERESTED IN A COURSE OR NEVER PARTICIPATED IN ADULT EDUCATION (CODE 9 ON Q1B) ASK:

Q4A. Why %452,/have you never participated//, %454,/and/, %456,/are you unlikely to participate// %458,/have you not participated// in any adult and further education courses %460,//in recent years/ %462,/again in the future//? Why else? Anything else?

PROBE FULLY - DO NOT READ OUT

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

LACK OF TIME/ NO SPARE TIME.....	1,
TOO EXPENSIVE/CAN'T AFFORD IT.....	2,
LACK OF CONVENIENT FACILITIES CLOSE BY.....	3,
FAMILY COMMITMENTS	4,
LACK OF TRANSPORT/ DIFFICULT TO GET TO.....	5,
COULD NOT MAKE REGULAR COMMITMENT DUE TO WORK.....	6,
LACK OF CHILD CARE FACILITIES.....	7,
PREFER TO PLAY SPORT IN SPARE TIME.....	8,
PREFER TO SOCIALISE WITH FRIENDS/ FAMILY...	9,
PREFER TO GOTO CINEMA, THEATRE, OPERA, ART GALLERIES.....	10,
INCONVENIENT TIMES OF COURSE.....	11,
NO DESIRE/ LACK OF INTEREST/ NO NEED.	12,
LACK OF REQUIRED OR NECESSARY EDUCATIONAL QUALIFICATIONS....	13,

UNAWARE OF WHAT COURSES ARE AVAILABLE IN MY AREA..... 14,

OTHER (PLEASE SPECIFY)..... 15,

CAN'T SAY..... 16,

ALREADY COMPLETED A DEGREE/ TERTIARY/DIPLOMA/ CURRENTLY STUDYING 17,

EMPLOYMENT DOES NOT REQUIRE FURTHER QUALIFICATION..... 18,

WORKING FULL TIME. 19,

I CAN PICK UP SKILLS ON THE JOB/ EMPLOYER TRAINING. 20,

ILL HEALTH/ DISABILITY/ SICKNESS..... 21,

TOO YOUNG..... 22,

HAVE OTHER INTERESTS..... 23,

COURSED PROVIDED INAPPROPRIATE..... 24,

TOO OLD..... 25,

Q4B. Which of the following OTHER factors are a particularly IMPORTANT influence in your decision NOT to participate in adult and further education $464,//in recent years/ $466,/again in the future//?

READ OUT. HIGHLIGHT ALL AGREED TO.

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

Lack of time/ no spare time..... 1,

Too expensive/ can't afford it... 2,

Lack of convenient facilities close by..... 3,

Family commitments 4,

Lack of transport/ difficult to get to..... 5,

Could not make regular commitment due to work..... 6,

Lack of child care facilities..... 7,

Prefer to play sport in spare time..... 8,

Prefer to socialise with friends/ family... 9,

Prefer to go to cinema, theatre, opera, art galleries..... 10,

Inconvenient times of course..... 11,

No desire/ lack of interest..... 12,

Lack of required or necessary educational qualifications.... 13,

Unaware of what courses are available in my area..... 14,

(DON'T READ) NONE OF THESE..... 15,

IF SAID TOO EXPENSIVE/ CAN'T AFFORD IT (CODE 2 ON Q4A/B) ASK:

Q5A. If you knew that a course you were interested in was more affordable, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely.. 1

Somewhat more likely..... 2

Would make no difference at all. 3

(DON'T READ) CAN'T SAY..... 4

IF SAID LACK OF CONVENIENT FACILITIES CLOSE BY (CODE 3 ON Q4A/B) ASK:

Q5B. If there were facilities near to you, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely.. 1

Somewhat more likely..... 2

Would make no difference at all. 3

(DON'T READ) CAN'T SAY..... 4

IF SAID LACK OF CHILD CARE FACILITIES (CODE 7 ON Q4A/B) ASK:

Q5C. If child care facilities were available at the centres of study, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely.. 1

Somewhat more likely..... 2

Would make no difference at all. 3

(DON'T READ) CAN'T SAY..... 4

IF SAID INCONVENIENT TIMES OF COURSE (CODE 11 ON Q4A/B) ASK:

Q5D. If courses were arranged at more convenient times, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely..	1
Somewhat more likely.....	2
Would make no difference at all.	3
(DON'T READ) CAN'T SAY.....	4

IF SAID LACK OF REQUIRED OR NECESSARY EDUCATION QUALIFICATIONS (CODE 13 ON Q4A/B) ASK:

Q5E. If you could gain access to adult education courses through access and bridging courses, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely..	1
Somewhat more likely.....	2
Would make no difference at all.	3
(DON'T READ) CAN'T SAY.....	4

IF SAID UNAWARE OF WHAT COURSES ARE AVAILABLE (CODE 14 ON Q4A/B) ASK:

Q5F. If you were better informed about which courses are available to you, how likely are you to participate in adult and further education courses? Would you be:

READ OUT

Much more likely..	1
Somewhat more likely.....	2
Would make no difference at all.	3
(DON'T READ) CAN'T SAY.....	4

IF MUCH MORE OR SOMEWHAT MORE LIKELY (CODES 1 OR 2 ON Q5A-Q5F) ASK:

Q6. Which of the following types of course would you be MOST likely to participate in?

READ OUT
HIGHLIGHT FOR ALL MENTIONED.

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

ADULT LITERACY, NUMERACY AND BASIC EDUCATION (ALBE)..	1,
ENGLISH AS A SECOND LANGUAGE (ESL).....	2,
VICTORIAN CERTIFICATE OF EDUCATION (VCE) as an adult.....	3,
VOCATIONAL EDUCATION (VOC) courses which are designed with a specific vocational focus..	4,
ACCESS AND BRIDGING courses with a specific training or employment access focus.....	5,
GENERAL ADULT recreational and leisure short courses designed to encourage creativity, social and personal pursuits.....	6,
CAE BOOK STUDY GROUPS.....	7,
Something else (PLEASE SPECIFY)..	8,
(DON'T READ) CAN'T SAY.....	9,
LEARNING A LANGUAGE.....	10,
DIPLOMA/ DEGREE/ POST GRADUATE COURSE.....	11,
BUSINESS MANAGEMENT/ ACCOUNTING.....	12,
COMPUTER COURSE...	13,
OTHER VOCATIONAL COURSES.....	14,
RECODE TO Q3A3....	15,
RECODE TO Q3A4....	16,
RECODE TO Q3A5....	17,
RECODE TO Q3A6....	18,

DEMOGRAPHIC QUESTIONS

ASK EVERYONE:

Now I have a short series of questions dealing with your attitudes to life. It is important that we know your opinion on each one.

***> ANSWER PLACES TO VQ6 ARE ROTATED

VQ6. Of the following five goals in life, which ONE goal is MOST IMPORTANT to you: READ OUT ANSWER PLACES.

AN EXCITING, STIMULATING AND ACTIVE LIFE.....	1
A SECURE LIFE, CERTAIN THAT ALL BASIC NEEDS AND EXPENSES ARE PROVIDED FOR.....	2
AN IMPORTANT LIFE OF ACHIEVEMENT THAT BRINGS YOU RESPECT AND RECOGNITION.....	3
A FAMILY LIFE COMPLETELY CENTRED ON YOUR FAMILY, OR	4
A PROSPEROUS LIFE - HAVING A GOOD LIFE AND BEING ABLE TO AFFORD THE "GOOD" THINGS IN LIFE.....	5
(DON'T READ) CANT SAY.....	6

VQ7. Do you tend to AGREE or DISAGREE with the statement:

"Women should take care of running their HOMES, and LEAVE running the country to men"?

Do you tend to AGREE or DISAGREE with that?

AGREE.....	1
DISAGREE.....	2
(DON'T READ) UNDECIDED.....	3

VQ8. Some people are ATTRACTED to NEW THINGS and NEW IDEAS, while others are more CAUTIOUS about such things.

What is your own attitude to what's NEW? Would you say you are: READ OUT ANSWER PLACES.

VERY CAUTIOUS.....	1
CAUTIOUS ON THE WHOLE.....	2
IT DEPENDS OR VARIES.....	3
ATTRACTED ON THE WHOLE.....	4
VERY MUCH ATTRACTED.....	5
(DON'T READ) UNDECIDED.....	6

VQ9. Do you generally feel you get a RAW DEAL out of life?

YES.....	1
NO.....	2
(DON'T READ) CAN'T SAY.....	3

VQ10. Next about SOCIAL ISSUES and TRENDS.

How would you describe YOUR OWN general viewpoint, with regard to SOCIAL ISSUES and SOCIAL TRENDS in Australia? Would you say you are: READ OUT ANSWER PLACES.

VERY TRADITIONAL..	1
SOMEWHAT TRADITIONAL.....	2
MIDDLE OF THE ROAD	3
SOMEWHAT PROGRESSIVE.....	4
VERY PROGRESSIVE..	5
(DON'T READ) UNDECIDED.....	6

VQ11. Next, about MARIJUANA (MARRA-WAH-NA).

In your opinion, should the smoking of marijuana be made LEGAL - or remain ILLEGAL?

LEGAL.....	1
ILLEGAL.....	2
(DON'T READ) UNDECIDED.....	3

VQ12. Now, about religion in Government schools.

Do you think religion SHOULD - or should NOT be taught ONCE A WEEK in GOVERNMENT schools?

SHOULD.....	1
SHOULD NOT.....	2
(DON'T READ) UNDECIDED.....	3

Finally to make sure we have interviewed a true cross-section of people, I'd like to ask you a few questions about yourself.

VQ13. Would you mind telling me your approximate age please?

IF REFUSES, READ OUT. IF STILL REFUSES, RECORD AS "REFUSED".

18-19.....	3
20-24.....	4
25-29.....	5
30-34.....	6
35-39.....	7
40-44.....	8
45-49.....	9
50-54.....	10
55-59.....	11
60-64.....	12
65-69.....	13

70+.....	14
REFUSED.....	15

VQ14.And are you married, separated, divorced, widowed, de facto, engaged, planning to marry or single?

MARRIED.....	1
DE FACTO.....	2
DIVORCED.....	3
WIDOWED.....	4
SEPARATED.....	5
ENGAGED.....	6
PLANNING TO MARRY.	7
SINGLE.....	8

VQ15.Would you please tell me the highest level of education you've reached?

IF UNSURE OR AMBIGUOUS READ OUT.

SOME PRIMARY SCHOOL.....	1
FINISHED PRIMARY SCHOOL.....	2
SOME SECONDARY SCHOOL.....	3
SOME TECHNICAL OR COMMERCIAL.....	4
PASSED 4TH FORM/ INTER.....	5
PASSED 5TH FORM/ LEAVING.....	6
FINISHED TECHNICAL OR COMMERCIAL/ TAFE.....	7
FINISHED OR NOW STUDYING FOR MATRIC/ H.S.C./ V.C.E./ YEAR 12...	8
SOME UNIVERSITY/ C.A.E. TRAINING...	9
TERTIARY DIPLOMA..	10
NOW AT UNIVERSITY/ C.A.E.....	11
UNIVERSITY/ C.A.E. DEGREE.....	12

VQ16A.Is the main income earner now in paid employment?

IF YES, ASK: Is that FULL-time for 35 hours or more a week, or PART-time?

IF NO, ASK: Is that person retired or a student?

YES, FULL-TIME....	1
YES, PART-TIME....	2
NO, RETIRED.....	3
NO, STUDENT.....	4
NO, OTHER NON-WORKER.....	5

VQ16.What's the main income earner's (last) occupation - the position and industry?

1: Professional
2: Owners or Executives
3: Owners of Small Businesses
11: Sales
12: Semi-Professional
4: Other White Collar
5: Skilled
6: Semi-Skilled
7: Unskilled
8: Farm Owners
9: Farm Workers
10: No Occupation

|__|__|

VQ17A.Would you mind telling me the MAIN INCOME EARNER'S present approximate ANNUAL INCOME from ALL sources, BEFORE tax? DO NOT READ OUT!

IF CAN'T SAY, ASK: Well, your best guess?

UNDER $6,000.....	1	VQ18
$6,000 - $9,999...	2	VQ18
$10,000 - $14,999.	3	VQ18
$15,000 - $19,999.	4	VQ18
$20,000 - $24,999.	5	VQ18
$25,000 - $29,999.	6	VQ18
$30,000 - $34,999.	7	VQ18
$35,000 - $39,999.	8	VQ18
$40,000 - $44,999.	9	VQ18
$45,000 - $49,999.	10	VQ18
$50,000 +.....	11	VQ18
CAN'T SAY.....	12	VQ17B
REFUSED.....	13	VQ17B

***> IF CAN'T SAY OR REFUSED (CODES 12 OR 13 IN VQ17A), ASK:

VQ17B.Well could you tell me whether that person's income would be over $50,000 or under $50,000 per annum?

Under $50,000.....	1
$50,000 or more...	2
Can't say.....	3
Refused.....	4

Q18. Are you the main income earner?

YES.....	1
NO.....	2

IF NOT MIE (CODE 2 ON Q18) ASK:

VQ18.Are you now in paid employment?

IF YES, ASK: Is that FULL-time for 35 hours or more a week, or PART-time?

YES, FULL-TIME....	1
YES, PART-TIME....	2
NO.....	3

IF NOT IN PAID EMPLOYMENT (CODE 3 ON VQ18) ASK:

QG. Are you now looking for a paid job?

IF LOOKING ASK: A full time job for 35 hours or more a week, or a part time job?

IF NOT LOOKING ASK: Are you retired, a student, a non worker or home duties?

LOOKING FOR FULL TIME.....	1
LOOKING FOR PART TIME.....	2
RETIRED.....	3
STUDENT.....	4
NON WORKER.....	5
HOME DUTIES.....	6

VQ19. Apart from you, HOW MANY people LIVING in your household NOW work in PAID employment FULL-TIME?

|__|

VQ20. And apart from you, HOW MANY people LIVING in your household NOW work in PAID employment PART-TIME?

|__|

QA. Would you mind telling me your household's total present approximate income from all sources before tax - please include all wages, salaries, pensions and any other income.

LESS THAN $15,000.	1
$15,000 TO $24,999	2
$30,000 TO $39,999	3
$40,000 TO $49,999	4
$50,000 TO $59,999	5
$60,000 TO $69,999	6
$60,000 TO $69,999	7
$70,000 TO $79,999	8
$80,000 OR MORE...	9
CAN'T SAY.....	10
REFUSED.....	11

QB. In which country were you born?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

AUSTRALIA.....	1
VIETNAM.....	2
MALAYSIA.....	3
PHILIPPINES.....	4
CHINA.....	5
HONG KONG.....	6
KOREA.....	7
CAMBODIA.....	8
OTHER ASIA.....	9
CANADA.....	10
CENTRAL AND SOUTH AMERICA.....	11
GREECE.....	12
ITALY.....	13
MALTA.....	14
OTHER EUROPE.....	15
N.Z.....	16
U.K.....	17
U.S.A.....	18
OTHER (SPECIFY)...	19

IF NOT BORN IN AUSTRALIA (NOT CODE 1 ON QB) ASK:

QC. And how many years have you been living in Australia?

IF CAN'T SAY: Well your best guess?
IF STILL CAN'T SAY ESC D.

RECORD ANSWERS IN YEARS

IF UNDER 1 YEAR RECORD AS 0 IF BETWEEN YEARS RECORD TO NEAREST YEAR E.G. 19 MONTHS RECORD AS 2

|__|__|

QD. Is English your first language?

YES.....	1
NO.....	2

IF NOT FIRST LANGUAGE (CODE 2 ON QD) ASK:

QE. Which language is your first language?

IF OTHER HIGHLIGHT OTHER AND TYPE IN RESPONSE.

VIETNAMESE.....	1
MANDARIN.....	2
INDONESIAN.....	3
KOREAN.....	4
GREEK.....	5
SPANISH.....	6
GERMAN.....	7
FRENCH.....	8
HUNGARIAN.....	9
SERBIAN.....	10
CROATIAN.....	11
ARABIC.....	12
ABORIGINAL.....	13
CANTONESE.....	14
FILIPINO.....	15

JAPANESE..... 16
MALTESE..... 17
ITALIAN..... 18
PORTUGUESE..... 19
DUTCH..... 20
POLISH..... 21
RUSSIAN..... 22
MACEDONIAN..... 23
TURKISH..... 24
HINDU..... 25
OTHER (SPECIFY)... 26

QF. How well do you speak English? Would that be:

READ OUT

Fluently..... 1
Reasonably well... 2
Not very well..... 3
(DON'T READ) CAN'T SAY..... 4

Thank you for your time and assistance.

QQ. RECORD SEX OF RESPONDENT

MALE..... 1
FEMALE..... 2

Q. RECORD YOUR NAME FOR A TRUE AND HONEST INTERVIEW.

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APPENDIX 2 - Roy Morgan Values Segments[23]

[23]Designed in conjunction with Colin Benjamin of The Horizons Network

VALUES* SEGMENTS

BASIC NEEDS	Refers to the pattern of responses demonstrated by people who hold traditional views of life, enjoy passive activities and are fairly satisfied with their lives. People in this segment, which includes older people who are retired workers and widows, generally seek security and control in their lives, and promote a strong Christian ethic as a basic value. This segment shows the highest readership of New Idea and Womans Day.
FAIRER DEAL	Refers to the pattern of responses offered by people who are relatively dissatisfied with their lives, and most likely to feel they 'get a raw deal out of life'. What they earn at work for a fair day's work is more important than what work they do. They expect their managers to make decisions, take responsibility for outcomes and explain fully what they want done. This group includes the highest proportion of unskilled and semi-skilled workers with an annual income of less than $15,000 and (in Australia) educational achievement of less than four years of secondary schooling. This group of people reacts strongly to it feelings of being pressured. They are likely to feel that their world seems to be coming apart at the seams. They are most likely to believe that conscription can be justified only when our country is facing an immediate threat to its security. Members of this group feel that they are often left out of things that are going on around them, and that other people seem to get more breaks than they do. Significantly, this group has the least trust in strangers. Although their confidence in Australian companies is similar to the national average, they have the lowest level of confidence in overseas companies. They have greater confidence in trade unions than does any other segment. This group is the most likely to vote Labor or left of centre and tends to be under 40 years of age, with money worries and employment insecurity that create high levels of pessimism and cynicism. This segment shows the highest readership of such magazines as TV Week, Australasian Post, People and Australian Playboy.

* D .gned in conjunction with Colin Benjamin of The Horizons Network.

VALUES* SEGMENTS (continued)

TRADITIONAL FAMILY LIFE	Refers to the pattern of responses demonstrated by people who are over fifty years of age, retain a strong commitment to traditional family roles and values, and who consider themselves to be the most right wing segment of the population. Whilst they are very religious and consider that God has a very important place in their lives, they are somewhat more doubtful about the Devil and Hell than about Heaven and positive aspects of Christianity. Most have completed less than two years of secondary education. They are very cautious about new things and ideas and, in terms of their lifestyle, they don't seek activity and excitement. While concerned about their health, they are satisfied with their homelife, especially as most live in their own home and are generally quite satisfied with their overall standard of living. The Traditional family life segment shows the highest readership of Readers Digest, Your Garden and Prime Time. Readership of New Idea and Womans Day is almost as high for this segment as for 'Basic Needs'.
FAMILY LIFE	Refers to the pattern of responses demonstrated by people who represent the core of 'middle Australia' and indeed the core of most countries, with values centered around the significant events in their personal and family lives. This large group has been divided into the younger 'Conventional family life' (aged under 50), and the older 'Traditional family life' (aged 50 and over).
CONVENTIONAL FAMILY LIFE	'Conventional family life' comprises slightly more women than men, generally over 30 years of age. On an average income, these people are seeking greater financial security and struggling both to improve their basic living standards, and to give their family better opportunities than they had in their own childhood. Generally, they are satisfied with their lives and feel that on the whole they are doing pretty well. They tend to be less ambitious at work than some of their more success-oriented counterparts, as they place a higher priority on time with family and friends. Of all the segments, people in Conventional family life are most committed to marriage as an institution and see making money as instrumental to a better lifestyle and future for their children and family members. They are more likely than others to take out insurance and more prepared to reduce personal expenditure to ensure long term security. 'Conventional family life' members recognise most clearly that their values have changed during their lives and now believe strongly that there are right and wrong ways to do things. The Conventional family life segment shows the highest readership of such magazines as Women's Weekly and Family Circle.

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VALUES* SEGMENTS (continued)

LOOK-AT-ME	Refers to the pattern of responses demonstrated by young people who seek an exciting, prosperous life, who look for freedom from family commitment and a life in their own family of the future. They demand a lot from their employers, friends and society, taking a greater share of community resources. This is the youngest segment, with more members being under 30 years of age than in any other segment. Unsophisticated, young, active people, the Look at Me segment is primarily unmarried with no children to worry about. They are fashion and trend conscious, wishing to stand out from their parents' generation but be members of 'their generation', the in-crowd of their peers. Active socially, they prefer to go to a party than stay at home, like to be seen as 'outrageous' and taking part in 'swinging' activities and social issues. Sport, leisure and fun are too important to be interfered with by longer term commitments. Generally, they see their lives as uncertain, but well within their personal control. They are most prepared to support environmental protection at the expense of economic growth, but generally as a part of an escapist image of preserving the wilderness areas, seals, whales etc. This is an emotional rather than a political response. Dolly draws its highest readership from this segment, as do magazines such as Countdown, Smash Hits and Rolling Stone. Like 'A Fairer Deal', the 'Look at me' people are heavy readers of TV magazines.
SOMETHING BETTER	Refers to the pattern of responses demonstrated by people who are likely to be well-educated, have a responsible job and earning an above average income. The Something Better person feels confident, ambitious, and tends to be in secure full-time employment. People in this group are strongly committed to individualist positions, seek greater personal freedom, see themselves as more progressive and less likely than an average Australian to hold traditional societal views. They very strongly believe that there should be less Government intervention in the lives of individuals. This group includes the younger more modern family types, aged between 20-39 years, who strongly support the free enterprise system, believe that military service should be required for all young men, strongly reject the view that a woman's role is in the home, oppose religious education in Government schools, reject bans on pornography and most strongly oppose limits to economic and industrial growth. This segment shows the highest readership of Better Homes and Gardens. 'Something Better' people are also marginally more likely than the national average to read all the other home maker magazines, and many of the general women's magazines with the exception of those specifically associated with fashion and youth.

VALUES* SEGMENTS (continued)

REAL CONSERVATISM	Refers to the pattern of responses demonstrated by people who are cautious about new things and new ideas. They hold very traditional religious beliefs and are observers of society rather than active participants. The real conservative is most likely to vote within the Conservative range of the political spectrum or even the extreme right. Although somewhat less likely than the national average to read most women's magazines, Readers Digest and Family Circle are relatively popular among 'Real Conservatism' people. Homemaker magazines such as Home Beautiful, Your Garden, and Better Homes and Gardens are also popular, but not Vogue Living, Belle, Pol or Interior Design.
YOUNG OPTIMISM	Refers to the pattern of responses demonstrated by today's student generation, seeking to improve their prospects in life and gain a respected place in society. They are interested in style, new technology and career opportunities. This group is generally very optimistic about the future, and most likely to see themselves as middle to upper-middle class. At work, if employed, this segment is least likely to believe that company rules should never be broken; they wish to be consulted on the job before accepting directions from others. This group strongly rejects the view that there is little you can do to change your life. Although still somewhat idealistic, like the visible achievers (see 2.8) this group agrees strongly that large companies are essential for economic growth and the development of Australia. They look forward to having their own flat so that they can move out of the family home, and seek opportunities to travel and add to their personal life experience. Cleo, Cosmopolitan, Vogue, Mode and Harpers Bazaar have higher readership among those in the 'Young Optimism' segment than any other. Also popular with 'Young Optimism' people are follow Me, Hero and Studio Collection, and such up-market home maker magazines as Vogue Living and Pol. Of the men's magazines, 'Young Optimism' shows the highest readership of follow Me Gentlemen and Men's Journal. 'Young Optimism' people are also more likely than any other segment to read electronic and computer magazines.

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VALUES* SEGMENTS (continued)

VISIBLE ACHIEVEMENT	Refers to the pattern of responses demonstrated by people in the over 30 age group who are visible success stories. They enjoy above-average incomes while retaining traditional values about home, work, and society. They seek recognition of personal achievement, are confident and competent. They work for financial reward **and** job stimulation. They seek visible 'good living', travel, recreation and other evidence of success. They desire to demonstrate a position of leadership in their community as mature, successful, achievement-oriented individuals. They place great emphasis on providing their families with a high quality environment. In Australia nine-in-ten members of this segment believe that free enterprise is better than any other system but eight-in-ten also believe that there is too much power in the hands of a few large companies. They are less likely than other segments to support Government schools being forced to teach religious education and less likely to support compulsory national service for young men. Although family-oriented, they strongly reject the view that women's roles are in the home. The vast majority of Visible Achievers feel they are in full control of their lives. They take a very direct interest in public affairs and the economic and political environment of their family and work situations. They are least likely to consider that they get a raw deal out of life, or experience the feeling that their world is falling apart. This segment shows among the highest readership of all business, financial and current affairs magazines. Also popular for people in this segment are such home maker magazines as House and Garden and Home Beautiful, and such entertaining magazines as Australian Gourmet and Vogue Entertaining Guide.
SOCIALLY AWARE	Refers to the pattern of responses demonstrated by people who see themselves as socially responsible individuals, being community-minded and socially active. They enjoy persuading others to their opinion, are more likely than most others to be involved in environmental and conservation movements, strongly identifying themselves as 'middle class' and progressive. They are least likely to agree that women should take care of running their homes and leave running the country to men, or that religion should be taught in Government schools. This group is among the least likely to agree that a woman's life is fulfilled only if she can provide a happy home for their family. They strongly disagree with the view that pornographic movie theatres and book stores should be closed down. This group is most likely to be employed on a full time basis with a very high proportion of professional and people in middle management positions either in the public service or with large corporations. At work, this group seeks managers who consult them before taking a decision and expect loyalty in implementing an agreed decision. Good Weekend, National Geographic and Geo are particularly popular among 'Socially Aware' people. Also popular are current affairs, business and financial magazines, especially Weekend Australia, National Times, The Bulletin, The Australian and the Financial Review. This segment is also the most likely to read computer oriented magazines.

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